



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 12281602
SAU: MSAD 34
School: Troy A Howard Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12

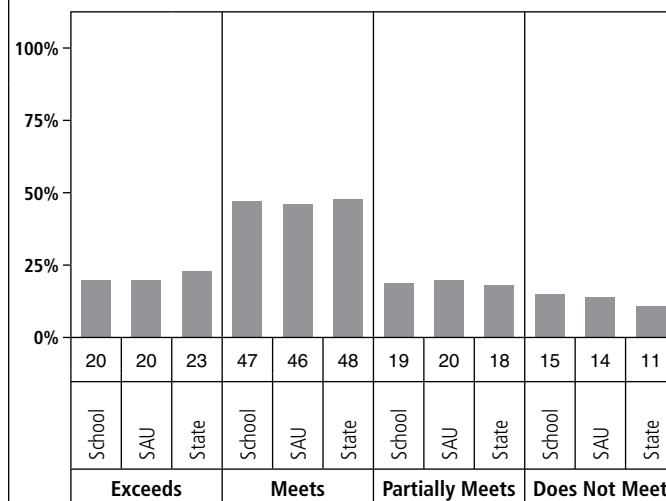
SUMMARY OF SCORES

Test Date: March 2008
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

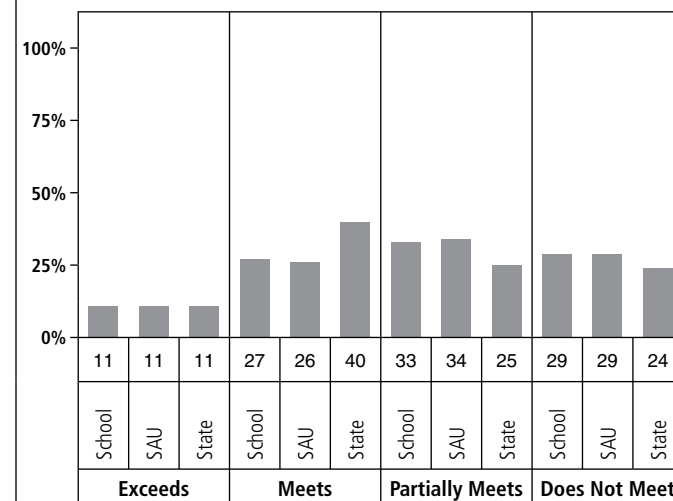
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	842	842	845
2006–2007	847	847	847
2007–2008	847	847	849
Cum. Avg. *	845	845	847
Mathematics			
2005–2006	834	834	840
2006–2007	838	838	842
2007–2008	837	837	841
Cum. Avg. *	836	836	841
Science & Technology			
2005–2006	844	844	846
2006–2007	847	847	847
2007–2008	847	847	847
Cum. Avg. *	846	846	847

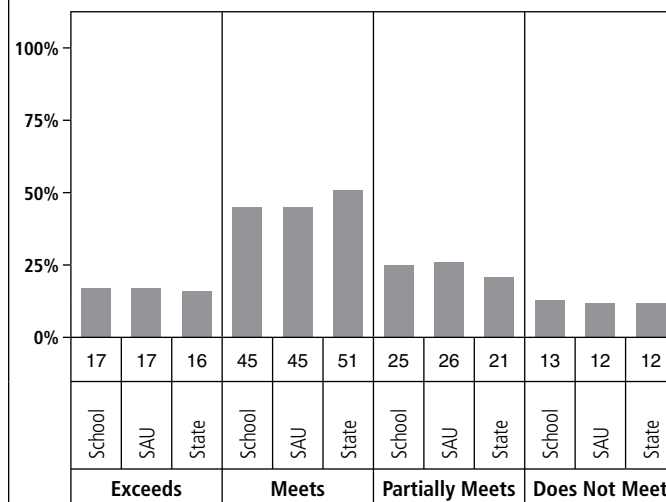
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	162	100	163	100	15274	100	160	99	161	99	15102	99	158	98	159	98	15097	99	158	98	159	98	15080	99						
Ethnicity African American/Black	4	2	4	2	368	2	4	100	4	100	356	97	4	100	4	100	360	98	4	100	4	100	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	3	2	3	2	186	1	3	100	3	100	181	97	3	100	3	100	182	98	3	100	3	100	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	155	96	156	96	14461	95	153	99	154	99	14312	99	151	98	152	98	14302	99	151	98	152	98	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	30	19	31	19	2508	16	28	97	29	97	2446	98	28	97	29	97	2441	98	28	97	29	97	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	73	45	72	44	5420	35	72	100	71	100	5329	99	70	97	69	97	5324	99	70	97	69	97	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	134	83	134	82	12703	83	132	81	132	81	12694	83	133	82	133	82	12710	83						
Identified disability (PET/IEP)	2	1	2	1	437	3	2	2	2	2	421	3	3	2	3	2	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	0	0	0	0	229	2	0	0	0	0	231	2	0	0	0	0	230	2						
Participation with accommodations	22	14	23	14	2221	15	22	14	23	14	2227	15	21	13	22	13	2197	14						
Identified disability (PET/IEP)	22	100	23	100	1832	82	22	100	23	100	1844	83	21	100	22	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	4	2	4	2	177	1	4	2	4	2	176	1	4	2	4	2	173	1						
Identified disability (PET/IEP)	4	100	4	100	177	100	4	100	4	100	176	100	4	100	4	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	1	1	1	1	32	0	1	1	1	1	34	0	1	1	1	1	34	0						
Non-participation – other	1	1	1	1	140	1	3	2	3	2	143	1	3	2	3	2	160	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	19	13	19	13	2695	17
	2006-2007	28	18	28	18	2407	16
	2007-2008	31	20	31	20	3428	23
	Cum. Total*	78	17	78	17	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	56	39	55	38	6830	42
	2006-2007	65	42	65	42	7494	49
	2007-2008	73	47	73	46	7179	48
	Cum. Total*	194	43	193	42	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	36	25	35	24	3741	23
	2006-2007	39	25	39	25	3628	24
	2007-2008	29	19	31	20	2706	18
	Cum. Total*	104	23	105	23	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	34	23	35	24	3003	18
	2006-2007	21	14	22	14	1810	12
	2007-2008	23	15	22	14	1611	11
	Cum. Total*	78	17	79	17	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.5	63.4	35.6	63.6	36.9	65.9
Literary Text	28	50	17.7	63.2	17.7	63.2	18.3	65.4
Informational Text	28	50	17.8	63.6	17.8	63.6	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: MSAD 34
 School: Troy A Howard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	156	31	20	73	47	29	19	23	15	847	157	20	46	20	14	847	14924	23	48	18	11	849
Ethnicity																						
African American/Black	4										4						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	3										3						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	149	30	20	71	48	26	17	22	15	848	150	20	47	19	14	848	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	24	1	4	5	21	5	21	13	54	829	25	4	20	28	48	830	2269	3	24	32	42	833
No	132	30	23	68	52	24	18	10	8	851	132	23	52	18	8	851	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	156	31	20	73	47	29	19	23	15	847	157	20	46	20	14	847	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	69	7	10	31	45	15	22	16	23	841	68	10	46	22	22	842	5222	12	44	25	19	843
No	87	24	28	42	48	14	16	7	8	852	89	27	47	18	8	852	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	156	31	20	73	47	29	19	23	15	847	157	20	46	20	14	847	14917	23	48	18	11	849
Gender																						
Female	89	25	28	37	42	16	18	11	12	850	90	28	41	19	12	850	7198	30	48	15	7	853
Male	67	6	9	36	54	13	19	12	18	844	67	9	54	21	16	844	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	2										2						807	9	41	32	18	842
No	154	31	20	73	47	29	19	21	14	848	155	20	47	20	13	848	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	156	31	20	73	47	29	19	23	15	847	157	20	46	20	14	847	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%		%	
How much homework do you do on school nights?																						
A. none	10	1	7	5	33	3	20	6	40	837	11	6	29	29	35	837	9	10	39	24	26	841
B. less than one hour	52	19	24	34	43	16	20	11	14	849	51	24	43	20	13	849	46	20	50	20	11	849
C. one to two hours	36	11	20	32	57	10	18	3	5	850	36	20	57	18	5	850	41	28	49	15	7	852
D. more than two hours	2	0	0	1	33	0	0	2	67	830	2	0	33	0	67	830	5	28	44	15	12	850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	10	23	20	47	6	14	7	16	849	28	23	47	16	14	849	33	31	48	14	7	853
B. They match some of what I have learned.	56	18	21	41	48	16	19	11	13	848	55	21	48	19	13	848	53	21	51	19	9	849
C. They match just a little of what I have learned.	12	3	16	9	47	5	26	2	11	847	12	16	47	26	11	847	11	14	41	25	20	844
D. There is no match.	4	0	0	2	33	2	33	2	33	833	5	0	29	43	29	833	3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	15	37	18	44	1	2	7	17	853	27	36	43	5	17	853	31	42	44	8	6	857
B. good	52	15	19	39	49	17	21	9	11	848	52	19	49	21	11	848	49	19	54	19	9	849
C. fair	21	1	3	14	44	11	34	6	19	839	21	3	44	38	16	840	18	5	42	31	22	840
D. poor	1	0	0	1	100	0	0	0	0	852	1	0	100	0	0	852	2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	14	3	14	7	32	5	23	7	32	840	14	14	33	24	29	842	15	16	44	22	18	845
B. about the same as my regular schoolwork	55	15	18	43	51	17	20	10	12	847	56	17	49	22	11	847	65	23	49	18	9	850
C. easier than my regular schoolwork	31	13	28	22	47	7	15	5	11	852	30	28	47	15	11	852	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	1	13	2	25	2	25	3	38	837	5	13	25	25	38	837	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	52	8	10	40	51	16	20	15	19	843	52	10	50	23	18	844	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	43	22	33	30	45	10	15	4	6	854	43	33	45	15	6	854	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	14	18	37	46	15	19	14	18	846	53	17	46	20	17	846	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	46	17	24	33	47	13	19	7	10	850	45	25	48	19	9	851	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	50	0	0	1	50	835	2	0	33	33	33	834	6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	22	13	38	13	38	3	9	5	15	855	23	37	37	11	14	854	18	31	47	13	9	852
B. 20 minutes to an hour	44	13	19	39	57	7	10	9	13	848	44	19	57	10	13	848	41	28	49	15	7	852
C. less than 20 minutes	11	0	0	11	65	4	24	2	12	844	10	0	69	25	6	846	13	20	49	18	12	848
D. I rarely read at home.	23	5	14	9	26	15	43	6	17	842	23	14	25	44	17	842	28	12	47	26	16	844
How do you feel about the following statement? “My knowledge of reading will be useful to me as an adult.”																						
A. strongly agree	48	17	23	39	53	8	11	10	14	850	48	23	52	12	13	850	43	31	48	14	7	853
B. agree	44	13	19	28	41	18	26	9	13	846	44	19	41	28	12	847	48	18	50	20	12	848
C. disagree	7	0	0	5	45	3	27	3	27	837	7	0	45	27	27	837	6	11	43	24	21	843
D. strongly disagree	1	1	100	0	0	0	0	0	0	870	1	100	0	0	0	870	2	6	36	32	26	839
Optional school/SAU question																						
A.	50	0	0	0	0	1	50	1	50	827	50	0	0	50	50	827						
B.	50	0	0	1	50	1	50	0	0	841	50	0	50	50	0	841						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	5	3	4	3	1714	11
	2006-2007	17	11	17	11	1952	13
	2007-2008	17	11	17	11	1657	11
	Cum. Total*	39	9	38	8	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	45	31	45	31	5533	34
	2006-2007	45	29	45	29	5870	38
	2007-2008	41	27	41	26	5956	40
	Cum. Total*	131	29	131	29	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	45	31	44	31	4764	29
	2006-2007	42	27	43	28	3982	26
	2007-2008	51	33	52	34	3729	25
	Cum. Total*	138	31	139	31	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	50	34	51	35	4251	26
	2006-2007	49	32	49	32	3534	23
	2007-2008	45	29	45	29	3579	24
	Cum. Total*	144	32	145	32	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.8	48.8	7.8	48.8	8.4	52.5
Cluster 2: Shape and Size	14	25	5.8	41.4	5.8	41.4	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.1	51.3	4.1	51.3	4.6	57.5
Cluster 4: Patterns	18	32	7.4	41.1	7.4	41.1	8.9	49.4

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: MSAD 34
 School: Troy A Howard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	154	17	11	41	27	51	33	45	29	837	155	11	26	34	29	837	14921	11	40	25	24	841
Ethnicity																						
African American/Black	4										4						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	3										3						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	147	17	12	40	27	48	33	42	29	838	148	11	27	33	28	838	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	0	0	8	33	16	67	819	25	0	0	36	64	819	2265	1	14	22	62	824
No	130	17	13	41	32	43	33	29	22	840	130	13	32	33	22	840	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	154	17	11	41	27	51	33	45	29	837	155	11	26	34	29	837	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	67	2	3	11	16	27	40	27	40	831	66	3	17	41	39	832	5217	5	30	29	37	834
No	87	15	17	30	34	24	28	18	21	842	89	17	34	28	21	841	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	154	17	11	41	27	51	33	45	29	837	155	11	26	34	29	837	14914	11	40	25	24	841
Gender																						
Female	88	6	7	22	25	31	35	29	33	834	89	7	25	35	34	834	7199	11	40	26	23	841
Male	66	11	17	19	29	20	30	16	24	840	66	17	29	32	23	841	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						806	3	20	30	47	831
No	153	17	11	41	27	51	33	44	29	837	154	11	27	34	29	837	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	154	17	11	41	27	51	33	45	29	837	155	11	26	34	29	837	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	2	13	4	27	3	20	6	40	832	11	12	24	24	41	831	9	5	30	23	41	833
B. less than one hour	52	10	13	23	29	24	30	23	29	838	51	13	29	30	28	839	46	10	40	26	25	840
C. one to two hours	36	5	9	14	25	23	41	14	25	837	36	9	25	41	25	837	41	14	42	25	19	843
D. more than two hours	2	0	0	0	0	1	33	2	67	827	2	0	0	33	67	827	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	10	19	12	22	18	33	14	26	840	36	18	21	34	27	839	30	17	43	22	18	845
B. They match some of what I have learned.	45	6	9	21	30	25	36	17	25	837	44	9	31	37	24	838	50	10	42	26	22	841
C. They match just a little of what I have learned.	18	1	4	7	26	8	30	11	41	833	17	4	26	30	41	833	17	6	32	29	33	836
D. There is no match.	3	0	0	1	25	0	0	3	75	822	3	0	25	0	75	822	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	10	28	11	31	9	25	6	17	846	24	27	30	24	19	845	26	29	46	14	11	851
B. good	40	5	8	24	39	17	28	15	25	838	39	8	40	28	23	838	45	7	46	27	20	841
C. fair	31	2	4	6	13	21	45	18	38	832	30	4	13	45	38	832	23	1	26	34	38	833
D. poor	6	0	0	0	0	4	40	6	60	825	7	0	0	45	55	825	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	31	2	4	14	29	11	23	21	44	832	31	4	29	23	44	832	34	4	35	28	32	836
B. about the same as my regular schoolwork	60	11	12	23	25	39	42	19	21	840	61	12	24	43	21	839	52	10	43	26	21	842
C. easier than my regular schoolwork	8	3	23	4	31	1	8	5	38	837	8	25	33	8	33	840	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	56	7	8	20	24	26	31	31	37	834	56	8	24	31	37	834	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	38	8	14	21	37	20	35	8	14	843	39	14	36	36	14	843	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	13	0	0	4	50	3	38	831	5	13	0	50	38	831	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	5	0	0	1	14	1	14	5	71	819	5	0	14	14	71	819	9	6	38	27	29	837
B. two or three days a week	10	2	13	4	25	5	31	5	31	835	10	13	25	31	31	835	16	8	38	27	27	839
C. two or three times each month	49	10	13	23	30	26	34	17	22	840	49	13	30	34	22	840	28	12	41	27	21	843
D. never or almost never	36	5	9	13	24	19	35	18	33	835	36	9	23	36	32	835	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	1	20	4	80	823	3	0	0	20	80	823	38	14	42	23	21	843
B. two or three times a week	27	5	12	12	29	10	24	14	34	837	27	12	29	26	33	837	33	10	41	26	23	841
C. two or three times each month	45	8	11	20	29	25	36	17	24	839	45	12	29	36	23	839	18	10	36	27	27	840
D. never or almost never	25	4	11	9	24	15	39	10	26	835	25	10	23	38	28	835	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	58	11	12	29	33	26	29	23	26	839	58	12	33	29	26	839	54	14	44	23	18	844
B. agree	34	6	12	8	15	22	42	16	31	836	34	11	15	43	30	836	38	8	36	27	28	838
C. disagree	5	0	0	1	13	2	25	5	63	823	5	0	13	25	63	823	6	6	31	28	36	835
D. strongly disagree	3	0	0	3	75	1	25	0	0	843	3	0	75	25	0	843	2	3	23	25	49	831
Optional school/SAU question																						
A.	50	0	0	1	50	0	0	1	50	822	50	0	50	0	50	822						
B.	50	0	0	0	0	0	0	2	100	819	50	0	0	0	100	819						
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	15	10	15	10	1879	12
	2006-2007	27	18	27	18	2192	14
	2007-2008	26	17	26	17	2371	16
	Cum. Total*	68	15	68	15	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	73	50	72	50	8604	53
	2006-2007	68	44	68	44	7916	52
	2007-2008	70	45	70	45	7630	51
	Cum. Total*	211	47	210	46	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	30	21	29	20	3618	22
	2006-2007	35	23	36	23	3340	22
	2007-2008	38	25	40	26	3175	21
	Cum. Total*	103	23	105	23	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	27	19	28	19	2174	13
	2006-2007	23	15	23	15	1865	12
	2007-2008	20	13	19	12	1731	12
	Cum. Total*	70	15	70	15	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	7.7	55.0	7.7	55.0	8.1	57.9
Cluster 2: Physical Sciences	14	25	8.0	57.1	8.0	57.1	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	7.3	52.1	7.3	52.1	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.3	59.3	8.3	59.3	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: MSAD 34
 School: Troy A Howard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	154	26	17	70	45	38	25	20	13	847	155	17	45	26	12	847	14907	16	51	21	12	847
Ethnicity																						
African American/Black	4										4						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	3										3						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	147	25	17	68	46	36	24	18	12	847	148	17	46	26	11	847	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	5	21	7	29	12	50	830	25	0	20	36	44	831	2258	3	29	31	37	836
No	130	26	20	65	50	31	24	8	6	850	130	20	50	24	6	850	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	154	26	17	70	45	38	25	20	13	847	155	17	45	26	12	847	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	67	2	3	29	43	24	36	12	18	841	66	3	44	36	17	841	5206	8	45	28	20	842
No	87	24	28	41	47	14	16	8	9	851	89	27	46	18	9	851	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	154	26	17	70	45	38	25	20	13	847	155	17	45	26	12	847	14900	16	51	21	12	847
Gender																						
Female	88	13	15	35	40	25	28	15	17	844	89	15	39	29	17	844	7196	14	52	23	12	847
Male	66	13	20	35	53	13	20	5	8	850	66	20	53	21	6	851	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						804	6	38	34	22	841
No	153	26	17	70	46	37	24	20	13	847	154	17	45	25	12	847	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	154	26	17	70	45	38	25	20	13	847	155	17	45	26	12	847	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: MSAD 34
School: Troy A Howard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	3	20	5	33	1	7	6	40	841	11	18	29	18	35	840	9	10	40	26	23	842
B. less than one hour	52	15	19	33	41	21	26	11	14	847	51	19	42	27	13	848	46	14	52	22	12	847
C. one to two hours	36	8	14	31	55	15	27	2	4	849	36	14	55	27	4	849	41	19	53	19	9	849
D. more than two hours	2	0	0	1	33	1	33	1	33	829	2	0	33	33	33	829	5	19	47	21	14	848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	29	10	22	20	44	10	22	5	11	848	29	22	44	24	9	848	29	19	54	19	9	849
B. They match some of what I have learned.	53	13	16	40	49	19	23	10	12	848	54	16	48	24	12	847	49	16	51	22	11	848
C. They match just a little of what I have learned.	14	3	14	10	45	6	27	3	14	845	14	14	45	27	14	845	18	13	51	23	13	846
D. There is no match.	3	0	0	0	0	3	60	2	40	833	3	0	0	60	40	833	5	9	39	29	23	842
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	25	12	31	22	56	4	10	1	3	854	26	30	55	13	3	854	23	28	51	13	8	853
B. good	57	14	16	41	47	20	23	13	15	846	57	16	47	24	14	846	54	15	55	21	9	848
C. fair	16	0	0	6	25	12	50	6	25	838	15	0	25	50	25	838	20	5	45	32	18	842
D. poor	2	0	0	1	33	2	67	0	0	841	2	0	33	67	0	841	3	2	35	34	29	838
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	25	7	18	15	38	10	26	7	18	847	26	18	38	28	18	847	27	15	49	22	14	846
B. about the same as my regular schoolwork	62	15	16	48	51	24	25	8	8	847	62	16	51	26	7	848	59	15	53	22	10	848
C. easier than my regular schoolwork	12	3	16	7	37	4	21	5	26	842	12	16	37	21	26	842	13	21	51	18	10	850
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	43	11	17	28	42	14	21	13	20	844	43	17	42	23	18	844	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	55	14	17	41	49	21	25	7	8	849	55	17	49	26	8	849	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	33	2	67	0	0	841	2	0	33	67	0	841	5	12	41	25	22	843
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	36	4	7	24	44	20	36	7	13	842	36	7	43	38	13	842	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	20	4	13	16	53	5	17	5	17	846	19	14	55	17	14	848	24	18	53	20	10	849
C. the course(s) described in B, plus physics	27	16	39	20	49	3	7	2	5	856	27	39	49	7	5	856	22	30	47	14	8	853
D. a life science and physical science class	18	2	7	10	37	10	37	5	19	843	18	7	36	39	18	843	29	8	52	27	14	844
How do you feel about the following statement? <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	37	9	16	29	51	12	21	7	12	847	36	16	52	21	11	848	27	23	51	17	9	851
B. agree	50	16	21	31	40	22	29	8	10	848	51	20	39	30	10	848	54	15	53	21	11	847
C. disagree	10	0	0	9	56	3	19	4	25	841	10	0	56	19	25	841	15	10	50	26	14	845
D. strongly disagree	3	1	25	1	25	1	25	1	25	839	3	25	25	25	25	839	4	7	39	30	24	841
How well does the following statement reflect your future goals? <i>"I am interested in a career related to science, technology, engineering, or mathematics."</i>																						
A. strongly agree	26	8	20	21	53	5	13	6	15	849	26	20	53	13	15	849	25	24	52	15	8	851
B. agree	36	9	16	25	45	14	25	8	14	847	36	16	45	25	14	847	37	15	50	22	12	847
C. disagree	27	7	17	18	44	11	27	5	12	846	26	17	44	29	10	847	26	12	53	23	12	846
D. strongly disagree	11	2	12	6	35	8	47	1	6	844	12	11	33	50	6	844	12	8	48	28	15	844
Optional school/SAU question																						
A.	50	0	0	1	50	0	0	1	50	829	50	0	50	0	50	829						
B.	50	0	0	0	0	2	100	0	0	834	50	0	0	100	0	834						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number